

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

FIRST GRADE MUSIC CURRICULUM

My curriculum will sequence music skills and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into five conceptual areas: Rhythm, Melody, Harmony, Form, and Timbre.

Students approach objectives through a variety of experiences: Moving, Speaking, Singing, Listening, Playing, and Notating.

Lessons unfold through different stages of learning: Imitation, Exploration, Improvisation, and Visualization.

Objectives are presented through different stages of teaching: Introduction, Reinforcement, and Assessment.

Your students will be playing pitched instruments, including, glockenspiels, metallophones, and xylophones. A sampling of some of the unpitched instruments include wood blocks, maracas, rain sticks, tambourines, triangles, cowbells, hand drums, and tubanos(conga drums).

They will be taught RHYTHM: steady beat, the difference between sound and silence and fast and slow; MELODY: the difference between high and low and up and down; HARMONY: mallet technique; FORM: the difference between same and different in relationship to phrases, and music terms such as introduction and repeat sign; TIMBRE: identification of unpitched and pitched instruments, different vocal qualities, the difference between loud and quiet, and four levels of body percussion.

A sampling of songs they will sing include 'America', 'Clap, Clap, Clap Your Hands', 'Eency Weency Spider', 'Five Little Monkeys', 'Jim Along, Josie', 'Lucy Locket', 'Mexican Counting Song', 'The Muffin Man', 'Pease Porridge Hot', 'She'll Be Comin' 'Round the Mountain', 'Valentine', and 'Yankee Doodle'.

We will listen to recordings including 'All the Way to Galway', 'In the Hall of the Mountain King', 'Irish Washerwoman', 'Itsy Bitsy Spider', 'Jingle Bells', 'The Stars and Stripes Forever', and 'The Star Spangled Banner'.

GRADING POLICY

The ability to perform, create, and listen to music with understanding is a goal for every student.

Students are evaluated in the areas of content (50%), and effort/participation (50%).

The following assessment tools are used to determine mastery of material being taught:

1. Auditory- For example: pitch matching, solfege singing, listening
2. Verbal- For example: definitions of terms
3. Visual- For example: reading melodic and rhythmic notation
4. Kinesthetic- For example: movement activities, body percussion
5. Written- For example: identify basic rhythmic notation

Classroom Rules: ***M.U.S.I.C***

Make Good Choices

Use Your Best Voice

Stay In Your Place

Instruments – Use Them Properly

Care About Others in Room

Classroom management is maintained, in part, utilizing the following discipline cycle: Visual warning>Verbal warning>Watching turn/Disciplinary Referral (depending on grade)>Removal from activity along with communication with parent(s) and administration.

The development of musicianship is the goal of the program. The ultimate aim is to enrich the lives of the children-aesthetically, socially, academically, and personally. For all students, music can be a catalyst toward the maximum development of individual potential.